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ABSTRACT

Intended for teachers and others interested in exploring and cultivating the processes of mental imagery, this annotated bibliography includes citations from scholarly journals, popular magazines, doctoral dissertations, works on learning disabilities, and how-to books. The following topics are included among the entries listed in the paper: (1) principles of imagery in art and literature; (2) dreams and learning; (3) visual imagery as an information processing strategy; (4) guided imagery in the curriculum; (5) how to understand and develop intuition; (6) the mind as healer; (7) mental imagery and cognition; (8) how to profit from creative powers; (9) content for a course in extending physical, mental, and creative abilities; (10) relaxation and imagery training to increase human potential; (11) imagery and intuition as keys to counseling the gifted, talented, and creative; (12) how to use educational imagery for teaching decision making; (13) imagery and gifted students; (14) prospects for research and development in mental imagery; (15) guided imagery in awareness; and (16) a cognitive approach to visualization in learning and instruction. (HTH)

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Ahsen, Akhter. "Eidetics: An Overview." JOURNAL OF MENTAL IMAGERY, 1 (1977): 5-38.

This paper offers a comprehensive definition of eidetic images and presents the criteria for distinguishing eidetics from other forms of images. Ahsen also discusses the general attributes of eidetics in detail. He examines a new method for the experimental study of eidetics and raises some important research questions. An important article.

Ahsen, Akhter. "Principles of Imagery in Art and Literature." JOURNAL OF MENTAL IMAGERY, 6 (1982): 213-250.

Ahsen discusses the principles of imagery formation that govern art and literature. He claims that the main function of an art object is to free consciousness from subservience to mere memory recall, to free the extraordinary from the ordinary. A challenging article for the sophisticated researcher.

Ainsworth-Land, Vaune. "Imaging and Creativity: An Integrating Perspective." THE JOURNAL OF CREATIVE BEHAVIOR, 16:1 (First Quarter, 1982): 5-28.

The author accounts for a variety of definitions and manifestations of the process of creativity and imaging by viewing their interrelationsips in a developomental framework. The framework involves four levels that move from creation out of necessity to cosmic consciousness after which practical applieations for each level are discussed. The author offers a framework to view imaging and creativity in a new perspective.

Barron, Frank. "Images--The Universal Language." NEW DIRECTIONS FOR TESTING AND MEASUREMENT, 13 (March 1982): 111-123.

Barron makes a case for using images and imagery in language in schools. It suggests that we need to recognize and measure imaging aptitudes. Various tests of imagination are presented and he demonstrates methods and implications for measurement of creativity in educational programs.

"Breaking Mental Barriers." SCIENCE DIGEST, 91:12 (December 1983): 17.

Report of a sports-counselor's training program at Columbia University Teachers College, headed by Marlin Mackenzie, who uses positive mental images for successful goal attainment. Provides a brief look at the strategy and its success.

Bry, Adelaide. VISUALIZATION: DIRECTING THE MOVIES OF YOUR MIND. New York: Barnes & Noble Books (A Division of Harper & Row), 1978.

In this widely quoted book, Bry shows how inner movies touch people deeply and help them move closer to wholeness and happiness. She introduces the process in this "how-to" book about how it will help and how to do it and relates it to everyday life. Her last chapter is entitled, "The Mind Can Do Anything." The book is full of experiences and exercises.

Cooper, Lynn A., and Roger N. Shepard. "Turning Something Over in the Mind." SCIENTIFIC AMERICAN, 251:6 (December 1984): 106-114.

The authors provide experimental results on the nature of one mode of thinking: imagineal spatial operations. They suggest that this ability to represent objects or arrangements of objects and their transformations in space is valuable in managing the concrete realities of everyday life--to plan actions and anticipate outcomes.

Doll, Mary. "Beyond the Window: Dreams and Learning." JOURNAL OF CURRICULUM THEORIZING, 4:1 (Winter 1982): 197-201.

Doll claims that seeing archetypally is educationally significant. She offers a curriculum that uses dream speech and claims that this curriculum provides a new dispensation for learning about the self and culture. She shows how teachers who are skilled in following images could connect students first to their prime dream images and then to cultural expressions of these images.

Forrest, Elliott B. "Visual Imagery as an Information Processing Strategy." JOURNAL OF LEARNING DISABILITIES, 14:10 (December 1981): 584-586.

Forrest explores the role of visual imagery as an information processing strategy. He relates it to the linguistic system. Also, he discusses the importance of visual imagery as a diagnostic and therapeutic tool that can aid with visual and nonvisual performance as well as learning problems.

Ferguson, Marilyn. THE AQUARIAN CONSPIRACY: PERSONAL AND SOCIAL TRANSFORMATION IN THE 1980'S. Los Angeles, Calif.: Jeremy P. Tarcher, Inc., 1980.

Ferguson's thesis is that we must pay attention to the flow of attention itself. We must allow our mind to be self-observant. Hers is a transformative process that encourages enhanced awareness. Imaging is a centralizing principle in this book and offers a new perspective because it draws us into a mindful, watchful state that has the power to transform.

Fremon, Celeste. "Imaging: The Deliberate Daydreams That Can Change Your Life." PLAYGIRL, (February 1984): 52-54, 89-90, 110, and 116.

Celeste describes the use of creative visualization. The first part of the article describes the process, the second offers some background about it, and the third describes some beginning exercises. Especially interesting is her section on inner advisers. A useful beginning point for those with no background.

Galyean, Beverly-Colleene. "Guided Imagery in the Curriculum." EDUCATIONAL LEADERSHIP, 40:6 (March 1983): 54-58.

Galyean claims that teaching with imagery can help students focus on lessons, retain information, improve psychomotor skills, and accept themselves and others. In this article, she discusses guided cognitive imagery, guided affective imagery, and guided transpersonal imagery. She contends that guided imagery is a powerful agent for affecting physical and emotional health as well as for intellectual acuity.

Goldberg, Philip. THE INTUITIVE EDGE: UNDERSTANDING AND DEVELOPING INTUITION. Los Angeles, Calif.: Jeremy P. Tarcher, Inc., 1983.

Accurate intuition, according to Goldberg, enables us to gain insight into ourselves and our environments, to evaluate choices, and to predict the future. It is a subtle guide to daily living. Goldberg helps readers discover the therapist within us all. Here one will find insight into the nature of intuition, a guide to the varieties of intuitive experience, and practical exercises to create favorable conditions for intuition to occur. Guided visualization is just one technique described to help create a more receptive and fertile mind.

Hammer, Signe. "The Mind As Healer." SCIENCE DIGEST, 92:4 (April 1984): 47-49 and 100.

Examples are cited as to how people can marshal their moods to fight disease. Hammer reveals the pathways that scientists have found that link the brain with the body's lines of defense. He shows how imaging works and provides preliminary evidence that imaging--along with conventional medical treatments--can work. It is possible for the mind to influence the immune system.

Harman, Willis and Howard Rheingold. HIGHER CREATIVITY: LIBERATING THE UNCONSCIOUS FOR BREAKTHROUGH INSIGHTS. Los Angeles, Calif.: Jeremy P. Tarcher, Inc., 1984.

The book attempts to demystify creativity and the creative process. Its goal is to have readers experience breakthrough insights. The authors discuss visualization and imagery as strategies for educating the mind's eye. They claim that beliefs can be changed, lives can be altered, and deeds can be accomplished through effective imaging.

Houston, Jean. THE POSSIBLE HUMAN: A COURSE IN EXTENDING YOUR PHYSICAL, MENTAL, AND CREATIVE ABILITIES. Los Angeles, Calif.: Jeremy P. Tarcher, Inc., 1982.

This is a book version of Houston's mind-expansion methods workshop. She shows how readers can draw on more of their inner resources and introduces a comprehensive theory and program for conscious creativity. A challenging book full of ideas and exercises that will allow readers to extend and refine their lenses of body, mind, and spirit.

JOURNAL OF CREATIVE BEHAVIOR. Managing Editor, State University College at Buffalo. 1300 Elmwood Avenue, Buffalo, New York 14222. Published by The Creative Education Foundation, Inc.

This journal is published quarterly and had its beginning in 1967. The reason for its usefulness is the direct link between imaging and creativity. There are so many appropriate or related articles here that is would be impossible to annotate each. Researchers on imaging--especially as related to creativity--should consult this resource.

JOURNAL OF MENTAL IMAGERY, Editor, Akhter Ahsen. Published by Brandon House, Inc., P. O. Box 240, Bronx, New York 10471.

This journal is published four times a year (since 1984) and had its beginning in the spring of 1977. There are so many appropriate articles in this journal that it would be impossible to annotate each. Any researcher on imaging should consult this journal. It is an invaluable resource.

Kaufmann, Geir. "Mental Imagery and Cognition." INTERNATIONAL IMAGERY BULLETIN, 2:1 (1984): 18-20.

Kaufmann discerns three major groups of imagery theories and then offers an alternative model. Kaufmann conceives of thinking as imminent and constituted in its adequate symbolic expression. He examines the mental act, its symbolic expression and its appropriate context as forming an organic unity. Kaufmann contends that the place of imagery in cognition is that of an ancillary, supportive representational system operating within linguistic representation.

Kopp, Sheldon. EVEN A STONE CAN BE A TEACHER: LEARNING AND GROWING FROM THE EXPERIENCES OF EVERYDAY LIFE. Los Angeles, Calif.: Jeremy P. Tarcher, Inc., 1985.

Kopp believes that we are our own best teachers. Through imagination, internal advisers, dreams, daydreams, and fantasies, the sources of knowledge are rich and available. Kopp encourages readers to give up their studied, well-scripted, often miscast, bigger-than-life tragic roles. He offers us the challenge to improvise--to make it up as we go along.

Kosslyn, Stephen Michael. GHOSTS IN THE MIND'S MACHINE: CREATING AND USING IMAGES IN THE BRAIN. New York: W. W. Norton & Company, 1983.

This book focuses on the study of mental images. It provides just a taste of what cognitive scientists are trying to do. He demonstrates how the most modern techniques of science and technology are brought to bear on some of the oldest philosophical puzzles about human thinking. Kosslyn encourages readers to think even more about thinking. An interesting, provocative book.

Kosslyn, Stephen M. "Stalking the Mental Image." PSYCHOLOGY TODAY, 19:5 (May 1985): 23-28.

Using current research, Kosslyn shows that images depict information and occur in a mental medium that acts like a screen and can be manipulated. Also, Kosslyn concludes that imaging is a collection of distinct abilities and that people can be relatively good at one or more of these abilities and poor at others. He claims there is a renaissance of interest in mental imagery.

LeBoeuf, Michael. IMAGINEERING: HOW TO PROFIT FROM YOUR CREATIVE POWERS. New York: McGraw-Hill, 1982.

This is a book full of practical techniques for generating new ideas and turning them into successful realities. Imagineering means letting your imagination soar and then engineering it down to earth. It is a self-help book that has everyday applicability.

Maltz, Maxwell. PSYCHO-CYBERNETICS. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1960.

Maltz's foundation is that the human nervous system cannot tell the difference between an actual experience and an experience imagined vividly and in detail. Although the book can be classified as "pop-psyche," the author makes many valuable points in very readable form. He focuses on imaging (mental images) as a key to improving self image and personality. His methods consist of creative mental picturing and creatively experiencing through the imagination.

McDermott, Jeanne. "Researchers Find There Is More to Vision than Meets the Eye." SMITHSONIAN, 16:1 (April 1985): 96-107.

The work of researchers in the area of vision can be divided into three main areas. McDermott clarifies the research of those exploring the basic mechanisms of vision, those looking at how we get sight as infants, and those studying illusions and discovering that much of what we see is what we learn and expect to see. Imaging operates in this latter manner.

McMahon, Carol E. "Images as Motives and Motivators: A Historical Perspective." AMERICAN JOURNAL OF PSYCHOLOGY, 86 (1973): 465-490.

Imaging, as a theory of motivation, is traced from its inception in Aristotle's thinking to the form it has assumed in contemporary work. In Aristotle's theory of motivation,

the image serves as the source of activation that guides and directs behavior by representing the goal object. She discusses how Aristotle's work has been interpreted and evaluated through the ages.

McWhirter, J. Jeffries, and Mary C. McWhirter. "Increasing Human Potential: Relaxation and Imagery Training (RIT) with Athletic and Performing Art Teams." PERSONNEL AND GUIDANCE JOURNAL, 6:3 (November 1983): 135-138.

The authors describe the use of RIT to aid in performance improvement. They use two case studies to illustrate the effectiveness of the technique for athletic and performing art teams. They indicate its potential strength for those wishing to increase their personal strengths.

Miccinati, Jeannette. "Use Visual Imagery to Enhance Recall of Information." READING WORLD, 21:2 (December 1981): 139-145.

Miccinati demonstrates that imagery instruction improves comprehension of what is heard and read. It provides a means of encoding and organizing prose in students' working memory.

Mowrer, O. Hobart. "Mental Imagery: An Indispensable Psychological Concept." JOURNAL OF MENTAL IMAGERY, 2 (1977): 303-326.

A discussion about how Mowrer arrived at the conclusion that a really adequate theory of conditioning and habit formation requires that the phenomenon of imagery be taken into account. He stresses the indispensability of the concept of imagery in voluntary behavior and in the psychology of language, especially in relation to the problem of the meaning of words and the role of meanings as mediators in both thought and overt behavior.

Noe, John R. PEAK PERFORMANCE PRINCIPLES FOR HIGH ACHIEVERS. New York: Frederick Fell Publishers, Inc., 1984.

This is an exciting and inspirational book that uses Noe's mountain-climbing adventures as an allegory for the challenge of goal-setting and high achievement. Noe sees the key to dreaming as visualizing and views human thinking as imaging. His is a practical book that outlines the essential attributes of the high achiever.

Ostrom, Gladys. "Imagery and Intuition: Keys to Counseling the Gifted, Talented and Creative." CREATIVE CHILD AND ADULT QUARTERLY, 6:4 (Winter 1981): 227-233.

The author discusses how to conduct guided imagery workshops. She shows how to use slides of paintings, modeling clay, and music in counseling the gifted, talented, and creative.

Paivio, Allan. "Imagery As a Private Audiovisual Aid." INSTRUCTIONAL SCIENCE, 9 (1980): 295-309.

Paivio claims that mental images can be intentionally and systematically used as the informational base for cognitive operations and as an aid to new learning. They permit us to make judgments, computations, and inferences. Experimental evidence is cited to support its use as learning and memory aids. Paivio uses a dual coding model that includes the imagery system and the verbal system which are interconnected but functionally independent.

Peale, Norman Vincent. POSITIVE IMAGING: THE POWERFUL WAY TO CHANGE YOUR LIFE. Old Tappan, NJ: Flencing H. Revell Company, 1982.

This is a religious self-help book that depends on imaging as a way to solve problems, strengthen personalities, improve health, and enhance chances for success. An image vividly conceived and stubbornly held has a reality all its own, claims Peale. Easy to read and full of examples, the weakness of the Peale book is its lack of a research base and no citation of sources. It does explain the concept of imaging and reveals its effectiveness.

Pelletier, Kenneth R. MIND AS HEALER, MIND AS SLAYER: A HOLISTIC APPROACH TO PREVENTING STRESS DISORDERS. New York: Dell Publishing Co., Inc. (A Delta Book), 1977.

An essential aspect of this book is that all disorders are psychosomatic in that both mind and body are involved. Once illness is viewed as a complex interaction, then symptoms can be viewed as an indication of excessive strain on the mind/body system and as a signal for a need for change in other parts of the person's life. Part IV provides descriptions of techniques of stress reduction.

Pennington, Sheila. "Living or Dying: An Investigation of the Balance Point." Dissertation. University of Toronto, 1981.

Pennington provides research on life renewal. Through case studies she discusses people's beliefs, attitudes,

relationships, and environments in relation to terminal illness. Her review of literature supports the relationship between psychological and physiological states and provides conclusive evidepce that the mind can relieve illness and create it as well. She discusses visualization and mental imagery as strategies used by participants in her study that led to remarkable emotional and physiological changes.

Rae, Colleen. "Imaging." ETC. A REVIEW OF GENERAL SEMANTICS, 42:2 (Summer 1985): 155-166.

Rae discusses the importance of gaining access to our unconscious mind. She shows how the imaging process of the brain communicates to the conscious mind information the unconscious knows but cannot say in words. By example, too, she illustrates how the right hemisphere of the brain symbolizes its reality. Her point in this article is that words and images work together to give a depth of meaning that would be impossible with one or the other alone. She claims that training ourselves to be aware of the ways images are used by our unconscious and naming those images will enable us to build a bridge between the right and left hemispheres.

Rice, Berkeley. "Imagination to Go." PSYCHOLOGY TODAY, 18:5 (May 1984): 48-56.

Although this article treats creativity as its major focus, Rice mentions the use of free association and guided fantasy as means used to free the mind. Imaging serves as one means for creative problem solving.

Richardson, Alan. MENTAL IMAGERY. London: Routledge & Kegan Paul, 1969.

Richardson brings together a representative sample of facts and hypotheses concerning the phenomena of mental imagery. He provides a perspective on the nature of mental imagery by examining the literature on the theoretical, practical, and methodological problems raised by its existence. This is the first systematic review of literature in 100 years. Included in this survey are primarily empirical studies of a behavioral and experiential kind. Richardson treats the problem of definition, each major subclass of imagery, and some particular cognitive problems in which the process of imaging is involved.

Richardson, Glenn E. "Educational Imagery: A Missing Link in Decision Making." JOURNAL OF SCHOOL HEALTH, 51:8 (October 1981): 560-64.

Richardson presents educational imagery as a teaching method that guides students into decision-making situations through directed daydreaming and fantasizing. His theory is that if a decision is clearly imagined and acted out, the process will be facilitated in real life.

Richardson, Glenn E. and Melody Powers Noland. "Treating the Spiritual Dimension Through Educational Imagery." HEALTH VALUES: ACHIEVING HIGH LEVEL WELLNESS, 8:6 (November/December 1984): 25-30.

These authors suggest the use of the educational imagery technique to meet educational objectives and to make the classroom an exciting and interesting place for students. The article includes a definition of the spiritual dimension, a complete description of educational imagery, specific strategies for using imaging, and implications and precautions.

Roberts, Thomas B. "Expanding Thinking Through Consciousness Education." EDUCATIONAL LEADERSHIP, 39:1 (October 1981): 52-54.

Roberts contends that by encouraging students to use their minds in new ways, instructors can enhance awareness and creativity. His examples include using guided cognitive imagery to introduce new material and dreams for introducing students to poetry.

Roodin, Paul. "Imagery: An Over-Looked Ability Among the Gifted." ROEPER REVIEW, 5:4 (April-May 1983): no pp. given. (Available from University Microfilms International).

The author claims that imagery plays an important role in the intellectual development of gifted students. The processes discussed include remembering, creating (in the arts and in sports), and developing flexibility in thinking. They add that it may be helpful in making career and life decisions.

Samuels, Mike and Nancy Samuels. SEEING WITH THE MIND'S EYE: THE HISTORY, TECHNIQUES AND USES OF VISUALIZATION. New York: Random House (Bookworks Book), 1975.

Visualization, as presented in this book, is a set of concepts and techniques drawn from historical as well as contemporary sources, in every aspect of life, that seeks to

reinstate the reader to an understanding of the nature of his visual processes and their importance in his life. The Samuels discuss the nature of the image, opening the mind's eye, and visions of wholeness. Especially interesting is their discussion of visualization techniques. Fully illustrated and interesting.

Scarf, Maggie. "Images That Heal: A Doubtful Idea Whose Time Has Come." PSYCHOLOGY TODAY, 14:4 (September 1980): 32-46.

Much of this article summarizes the research approach of Dr. Carl Simonton who believed that psychological forces play an important role in the development of cancer and that these same forces can be mobilized to defeat or delay its course. The special technique Simonton developed was a form of positive thinking called "imaging." The process used is discussed in detail. Also discussed are some reactions from other cancer specialists.

Sheikh, Anees A. "Mental Images: Ghosts of Sensations?" JOURNAL OF MENTAL IMAGERY, 1 (1977): 1-3.

In this editorial, Sheikh contends that the significance of imagery and the importane of scientific imagery in this field have been established beyond doubt. He mentions some of the crucial functions of mental images that have been noted by experimental and clinical psychologists and concludes that mental images can no longer be perceived as ghosts of sensations with no functional significance.

Shepard, Roger N. "The Mental Image." AMERICAN PSYCHOLOGIST, 33:2 (February 1978): 125-137.

Shepard's thesis is that subjects make the same judgments about objects in their absence as in their presence. He notes the crucial role mental imagery has played in far-reaching scientific developments. He concludes by suggesting that the rules governing spatial structures and transformations are at the service of our creative thought.

Shepard, Roger N. and Lynn A. Cooper. MENTAL IMAGES AND THEIR TRANSFORMATIONS. Cambridge, Mass.: The MIT Press (A Bradford Book), 1982.

This book deals with mental rotation, more complex transformations and sequences of transformations, and rotational transformations. To apply their experimental findings to everyday life, they suggest that one can mentally rotate heavy furniture, plumbing connections, surgical

implements, or broken bones before undertaking the rearrangement in physical reality. A heavy anthology of previously published studies.

Shepard, Roger, Cathryn Downing, and Teresa Putnam. "Inner Visions: A Glimpse of Our Readers' Spontaneous Mental Imagery." PSYCHOLOGY TODAY, 19:2 (February 1985): 66-69.

This article explains some of the kinds of people who experience mental images and the connection between various types of images and creativity. The authors interpret the results of a PSYCHOLOGY TODAY survey with 1,996 reader respondents.

Thomas, Paul G. "Psychofeedback--Breakfast of Champions." REAL ESTATE TODAY, 17:9 (November/December 1984): 62-64.

Psychofeedback is a method of controlling the human system by both reinserting into it the results of its past performance and inserting into it the results of its present performance or experience. The author offers it not only to make good habits and attitudes automatic, but also to eliminate bad habits. His point is that our minds cannot tell the difference between a real and an imagined experience.

Trotter, Robert J. "Better Learning: Imagine That." PSYCHOLOGY TODAY, 19:4 (April 1985): 22.

Trotter summarizes research on multisensory, internal, imaginery experiences conducted by psychologist David Meier and his colleague Owen Caskey. Meier is director of the Center for Accelerated Learning in Lake Geneva, Wisconsin, and Caskey is at Texas Tech University. Their study involved 268 college students.

Vissing, Yvonne. "Visualization: Techniques for Health Care Workers." JOURNAL OF PSYCHOSOCIAL NURSING, 22:1 (January 1984): 29-32.

Report of an exercise using visualization. Supports the use of visualization as an aid to problem solving and the achievement of relaxation. Also suggests using visualization to ease interpersonal conflicts, to help in interactions between health care workers and patients, to provide greater understanding and support to patients, and to help patients gain better control over their response to illness.

Weaver, II, Richard L. and Howard W. Cotrell. "Imaging Can Increase Self Concept and Lecturing Effectiveness." EDUCATION, 105:3 (Spring 1985): 264-270.

Creating specific material pictures in our mind and being able to call forth those images can be a source for new thought and feeling. Lecturers need to decide on an image, break it down, and then systematically sensitize themselves to its parts. Imaging can increase self-concept, introduce new behaviors, create a new image, decrease apprehension, and increase lecturing effectiveness.

Weaver, II, Richard L., Howard W. Cotrell, and Thomas A. Michel. "Imaging: A Technique for Effective Lecturing," JOURNAL OF MENTAL IMAGERY, 9 (Winter 1985): (in press).

Imaging relates to lecturing because it emphasizes listeners, underscores the principle that meanings lie in receivers and is an active process. Seven methods of imaging are discussed. Likely benefits include increased interest, learning, involvement, and creativity. Imaging is presented as a clear, useful, and beneficial technique for effective lecturing.

Wicker, Frank W. "Our Picture of Mental Imagery: Prospects for Research and Development," ECTJ (Educational Communication and Technology Journal), 26:1 (Spring 1978): 15-24.

Wicker predicts a long life for the imagery construct in the mainstream of modern psychology. Second, he predicts that imagery theory will become more integrated with other kinds of cognitive theory. He suggests ways in which imagery skills can be helpful and ways in which it has been helpful. Wicker's overall thrust is the potential benefits of integrating theory and data from educational communication with that from cognitive psychology.

Wilson, William C. and John Eddy. "Guided Imagery in Career Awareness." REHABILITATION COUNSELING BULLETIN, 25:5 (May 1982): 291-295.

The authors suggest that guided imagery can stimulate clients to become more aware of the role of personal values, attitudes, and beliefs in career decision making. This pragmatic article offers guidelines, examples, and implications that enable rehabilitation counselors to use guided imagery exercises in their counseling.

Winn, William. "Visualization in Learning and Instruction: A Cognitive Approach." ECTJ (Educational Communication and Technology Journal), 30:1 (Spring 1982): 3-25.

This article is based on the premise that instruction involves the control of cognitive processes by means of carefully selected instructional strategies. Winn examines particular instructional strategies and various ways of improving mental skills. He draws relationships between visual learning and instruction and discusses the implications for research and design.